

Appendix (A)

Informed Consent Form

Dear Participant:

I am a graduate student at the Faculty of Education, University of Malaya, Malaysia. I am conducting my research on the “Adaptation of the EFL Methods Course in the Classroom” as part of my doctoral research. The following information is provided for you to decide whether you wish to participate in the present study. Your participation in this study is voluntary. You are free not to participate in or to withdraw from the study at any time. Your decision will not result in any loss of benefits to which you are entitled. If you choose to participate, you may withdraw at any time by notifying me. Upon your request to withdraw, all information pertaining to you will be destroyed.

You will be interviewed only or both interviewed and observed by the researcher. The interviews and observations will be audio and video taped after obtaining the entry permission. All the information obtained in the study will be used for educational purposes only and considered confidential. Participants' name will not be disclosed in the final report.

Although participation will not directly benefit you, we believe that information which you provide will be useful in improving the preservice EFL teacher education for high school English teachers in Iran. The researcher assures you that your name will not be associated in any way with the research findings.

If you would like additional information concerning this study before or after it is completed, please do not hesitate to contact me by phone or email. A copy of this consent form will be given to you. Thank you very much for your cooperation.

Yours sincerely,

Nafiseh Salehi, PhD. Candidate in TESL

Postal Address: No. 70, Arab Ameri Alley, Ferdousi 12th, Shahrud, Iran

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I have read and understood the information on the form, and I consent to volunteer to be a part of this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this Informed Consent Form to keep in my possession.

Name (please print): _____

Signature: _____

E-mail address: _____

Phone number or location where I can be reached: _____

Appendix (B)

Interview Protocol for the High School English Teachers

(Pre-Observation)

Date/Time:

Place:

Interviewer:

Interviewee Pseudonym:

Demographic Information: Male/ Female Level of Education

University graduated Major Teaching location

Number of years of experience Grade level teaching

1. Where did you learn English?
2. Have you ever gone to a private language institute to learn English?
3. Have you participated in any inservice programs? If yes, how many hours? Were they related to EFL teaching methods?
4. What language teaching methods were you taught in the EFL methods course?
5. Can you name the reference books that were used in the EFL methods course?
6. Did your instructors emphasize on implementing any of the language teaching methods in your future classes?
7. Did your instructors contextualize any of the language teaching methods? If yes, how?
8. Did you perform a microteaching? If not, why?
9. Did you go to schools for your practicum?
10. In your opinion, how does the EFL methods course contribute to the practices of high school English teachers?

Prompts

- Content and context
 - Social participation
 - Activities
 - Artifacts
11. Do you feel competent enough to implement what you have been taught about language teaching methods in the real situation of your classroom?
 12. What are the roles of other social contexts, such as schools and teachers' communities in your learning?

Appendix (B)

(Continued)

13. What are the major language teaching methods you use in your classrooms?
14. What are your rationales for implementing this specific method (s)? (Your rational for adapting the methods?)
15. Do you follow a lesson plan for your teaching?
16. Is there anything else you would like to add?

Thank you for your Time and Cooperation

Appendix (C)

Interview Protocol for the High School English Teachers

(Post-Observation)

Date/Time:

Place:

Interviewer:

Interviewee Pseudonym:

1. Could you briefly describe what you did in your classroom?
2. What are the possible sources of discrepancies (if there is any) between what you believe and what you really practice?
3. What are your recommendations for the improvement of preservice EFL teacher education programs for high school English teachers in Iran?
4. Is there anything else you would like to add?

Thank you for your time and cooperation

Appendix (D)

Interview Protocol for the EFL Methods Course Lecturers

Date/Time:

Place:

Interviewer:

Interviewee Pseudonym:

Demographic Information: Male/ Female Level of Education

Number of years of experience as an EFL instructor Major

Teaching location..... University graduated

Number of years of teaching EFL methods course

1. What are the language teaching methods you teach your student teachers in the EFL methods course?
2. What are your reference books for the EFL methods course?
3. Do you emphasize on implementing any of the language teaching methods?
4. Do you put any of the mentioned methods into practice? If yes, how? If not, why?
5. Is microteaching a part of your syllabi for the EFL methods course? How do the students do that?
6. Do you use any other artifacts, besides the textbooks for teaching the EFL methods course? (Explain)
7. Is there anything else you would like to add?

Thank you for your time and cooperation

Appendix (E)

Observation Checklist for the High School English Teachers

Date/Time:

Place:

Observer:

Observee's Pseudonym:

Based on the interpretations of the activities:

- 1) Teacher mostly uses _____ EFL teaching method.
- 2) ____ Teacher is competent in utilizing the above mentioned method. (Yes/ No)
(Explain)

Use the below space for the observation fieldnotes.

Appendix (F)

Cover Letter to the Directors of Preservice EFL Teacher Education Programs

Dear director:

I am a graduate student at the Faculty of Education, University of Malaya, Malaysia. I am conducting my research on the “Adaptation of the EFL Methods Course in the Classroom” as part of my doctoral research. I would appreciate it if you could kindly provide me with the syllabi of the EFL methods course as well as any other related documents available in your institution. Although participation and contribution will not directly benefit you, we believe that information which you provide will be useful in improving the preservice EFL teacher education for high school English teachers in Iran. The researcher assures you that your name and your institution name will not be associated in any way with the research findings.

If you would like additional information concerning this study before or after it is completed, please do not hesitate to contact me by phone or email. Thank you very much for your cooperation.

Yours sincerely,

Nafiseh Salehi, PhD. Candidate in TESL

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Appendix (G)

Lesson Nine (Grade One, High School)

LESSON NINE

A. New Words

1. My father received two letters today.
What did my father receive?
2. The ship sent radio messages. They asked for help.
What did the ship send?
Why did it send them?



3. He guided the old man across the street.
How did he help the old man?



4. The entire village was destroyed by the soldiers.
What did the soldiers do?
5. It's our duty to keep our classroom clean.
Should we keep our classroom clean?
What's our duty?
6. Those two boys were friends but now they are enemies.
Were they friends before?
Are they friends now?



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7. The children followed their mother into the room.
What did the children do?



8. We worship God.
Do Muslims worship God?



Practice Your New Words.

Use these words in the sentences.

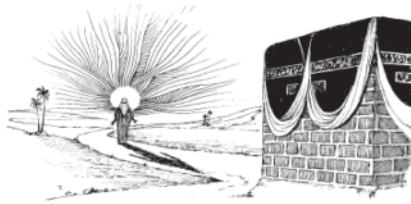
receive, duty, following, guide, entire

1. The little children were ----- their mother.
2. He spent the ----- day on fixing the car.
3. Did you ----- any letters last month?
4. Please ----- this man to his chair.
5. It is not my ----- to clean the room.

Lesson Nine 103

THE HOLY PROPHET

B. Reading



God has sent many prophets for the guidance of mankind. They all taught us to be good and to do good. Our Holy Prophet Muhammad (Peace be upon him) was the last of the prophets. He was born in 571 A. D.¹ in Mecca. The people of Mecca liked him. They highly admired his truthfulness, honesty and sense of duty. They gave him the title of "Al - Amin" which means "the trustworthy". He received God's message at the age of 40, and began to preach Islam. He told the people of Mecca not to worship idols but the One God who is the creator of the entire universe. The people of Mecca, who worshiped idols, turned against him. They became his enemies. They did not want him to preach Islam. The Holy Prophet left Mecca with his followers and went to Medina. The people of Medina received him with open arms. They were very happy to see the Prophet of God.

1. / aɪ dɪ / (Anno Domini)

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C. Comprehension

I. Answer these questions orally.

1. When was our Holy Prophet born?
2. Was he from Mecca?
3. What did people call our Prophet?
4. What did he begin to do at the age of 40?
5. Did all the people in Mecca accept his words?
6. Why did he leave his hometown?
7. Did people in Medina welcome him warmly?

II. True or False?

1. The Prophet taught man to do good.
2. Our Prophet was born in the sixth century.
3. He began to preach Islam in Medina.
4. People in Mecca admired the Holy Prophet.
5. The Holy Prophet left Mecca to preach Islam.
6. The people of Mecca admired and worshiped the One God.
7. Those who worshiped idols were not the Prophet's friends.
8. People in Medina welcomed the Prophet warmly.

III. Complete the sentences. Use a, b, c or d.

1. The people of Mecca liked our Holy Prophet because he -----
a. was born in Mecca
b. was the last of the prophets
c. taught people to be good and to do good
d. was honest and truthful
2. Before our Holy Prophet began to preach Islam, the people of Mecca worshiped -----
a. the One God
b. an idol
c. the enemies of Islam
d. many idols
3. Islam says that people should worship -----
a. the One God
b. their own idols
c. their followers
d. many gods

Lesson Nine 105

Appendix (G)

(Continued)

4. The people of Medina
 a. were happy to welcome the Prophet
 b. were very busy
 c. left their town
 d. had many enemies



Presentation 1

Structure: present perfect: Have Has + past participle

Speaking 1

Listen and repeat.

It is nine o'clock in the evening. I am going to bed.
 I have done all my homework carefully.
 I have watched TV.
 I have eaten my dinner.
 I have brushed my teeth.
 I have said my prayers.

My mother is watching TV now. She is tired. She has worked a lot today.
 She has cooked our dinner.
 She has made a cake.
 She has washed the dishes.
 She has cleaned the kitchen.
 She has helped her children.

Speaking 2

Substitute the words and make new sentences. Make changes if necessary.

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Ali has eaten his breakfast.

1. You
2. I
3. put on my white shirt
4. That boy
5. His blue coat
6. clean his shoes
7. She
8. go to school
9. They
10. do their homework
11. Maryam
12. buy a blue pen

Speaking 3

It is 7:30 in the morning. I am getting ready to go to school.
 Use the cues to make sentences with the present perfect.

Example: I / say my prayers
 I have said my prayers.

1. I / wash my hands and face
2. I / eat my breakfast
3. My mother / wash the dishes
4. My sister / clean the kitchen
5. I / brush my teeth
6. I / put on my coat
7. My sister / open the windows
8. My father / go to work

Speaking 4

Answer these questions. Give short and complete answers.

Examples: Have you finished your homework? (Yes)
 Yes, I have.
 Yes, I have finished my homework.
 Has Reza gone to school? (No)
 No, he hasn't.

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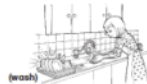
No, he hasn't gone to school.

1. Has your father gone to work? (Yes)
2. Has he closed the windows? (No)
3. Have you cleaned the room? (Yes)
4. Has your sister done her homework? (Yes)
5. Have they arrived in Tehran? (No)
6. Have you seen this film? (No)
7. Has the teacher corrected our papers? (Yes)
8. Has she got good grades in her exams? (No)

Speaking 5

Look at the pictures and answer the questions.

Example: What has she done?
 She has washed the dishes.



(wash)

1. What has Ali done?



(write)

2. What have they done?



(brush)

3. What has Maryam done?



(add up)

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4. What has Mr Salehi done?



(buy)

5. What have the boys done?



(eat lunch)

Presentation 2

Structure: Present perfect with for and since

Listen to these sentences carefully.

- A.**
1. We live in Ahwaz. We came here 5 years ago.
 We have lived in Ahwaz for 5 years.
 2. They have an old house. They bought it 40 years ago.
 They have had the old house for 40 years.
 3. She is in bed. She got sick 3 days ago.
 She has been in bed for 3 days.
 4. His father works in that hotel. He went there 4 weeks ago.
 He has worked in that hotel for 4 weeks.

- B.**
1. He has a bicycle. He bought it in 1365.
 He has had a bicycle since 1365.
 2. She teaches English. She became a teacher in 1350.
 She has taught English since 1350.
 3. They are good friends. They met in May.
 They have been good friends since May.
 4. Mr Taban lives in Tabriz. He went there in Mehr.
 Mr Taban has lived in Tabriz since Mehr.

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Appendix (G)

(Continued)

Speaking 6

Complete the following sentences with the given alternatives.

1. He hasn't spoken to me (last week, 3 days)
2. I haven't seen them (2 years, Monday)
3. We haven't had a holiday (Aban, 5 weeks)
4. It hasn't rained here (more than 2 years, last month)
5. They have lived in this street (1356, a long time)
6. We have waited for you (yesterday, 2 hours)
7. She has been our teacher (1367, 3 years)
8. We have learnt English (4 years, 1366)

Speaking 7

Make ten true sentences about yourself and others using for and since.

You can use verbs like live, be, learn, study, buy, write, ...

Statements:

I / We	have	played
You / They		given
He / She	has	cleaned
		written

Questions:

Have	I / we	played
	you / they	given
Has	he / she	cleaned
		written

Who	has	written	the letter?
What	has	he	done?
What	has	she	bought?

Negative:

I / We	have not	played
You / They		given
She / He	has not	cleaned
		written

I	have been here	since 1331.
She	has been here	for 39 years.

Comments:

1. Present Perfect tense is used for indefinite past.
 2. Present Perfect tense is used for actions beginning in the past and still continuing.
- For is used to indicate the period of an action. Since is used to show the beginning of an action.

E. Write It Down



Writing 1

Complete the following sentences using the correct form of the words in parentheses.

Example:

My father is tired because he has worked hard. (live, watch, work)

1. Ali's teeth are clean because them. (brush, eat, cook)
2. The girl's English is very good because a lot. (help, practice, see)
3. Jane and Sally are not cold because their coats. (look for, turn on, put on)
4. My grades are good because carefully. (study, play, live)
5. Her glass is empty because all the water. (eat, drink, learn)

Writing 2

Make questions with have or has.

Example: you / eat lunch
Have you eaten lunch?

1. our teacher / correct the papers
2. Ali's sisters / do their homework
3. the children's father / read the newspaper
4. Hamid and his brother / get good grades
5. the students / learn English very well

Writing 3

Complete the following sentences.

Example: Mehri has lived in Ahwaz for 3 years.

1. This man has worked Tir.
2. I haven't seen last month.
3. He has 3 days.
4. They haven't many years.
5. Mrs Ebrahimi Mehr.
6. We a few hours.
7. I 30 minutes.
8. My mother last April.
9. last year.
10. a few weeks.

Writing 4

Write ten true sentences about yourself and the people you know, use the present perfect tense.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

F. Language Functions

Shopping

- A: May I help you?
B: Yes, I'm looking for a dress.
A: What size do you wear?
B: I wear size 38.

Appendix (G)

(Continued)

A: How about this one?
B: It looks nice. How much is it?
A: It's only 400 tomans.
B: Okay. I'll take it.
A: Anything else, madam?
B: No, thank you.

A: Can I help you?
B: Yes. I need a watch.
A: How about this one?
B: Is there a cheaper one?
A: Yes, here you are.
B: Thanks.
A: Anything else, sir?
B: No, thank you.

Now practice with a friend.

G. Pronunciation Practice

I. The words in the first column have an / eɪ / sound, as in "late", and the words in the second column have an / e / sound, as in "let".

/eɪ/	/e/
late	let
main	men
sale	sell
taste	test
age	edge
tale	tail
waste	west
gate	get
lace	less

Listen to your teacher's pronunciation and repeat these sentences after him / her.

1. They went to bed late.
2. Ted met her.

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3. James, take it to the lake.
4. They stayed with Ted.

II. Practice the following words with the / aʊ / sound, as in "house".

house	down	cow
out	power	south
hour	now	found
noun	town	sound
about	mouse	ground
how	cloud	mouth

III. Now practice the following words with the / ʊ / sound, as in "go".

know	go	those	told
o	so	home	only
no	old	whole	though
nose	don't	chose	phone
hold	won't	both	bone

H. Vocabulary Review

Fill in the blanks with these words:

wheels, climb, hungry, daughter, sure, enough, restaurant, best, accident, vegetables

1. I'm going to buy a bicycle when I have ----- money.
2. It's true that tigers can ----- trees.
3. I'm ----- that they have gone home.
4. He always gets very good grades. He is the ----- student in our class.
5. A bicycle has two -----.
6. Drivers don't like to have an -----.
7. Your sister is your father's -----.
8. Onions, potatoes and tomatoes are -----.
9. You go to a ----- to eat.

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10. I haven't eaten lunch. I'm -----.

I. Vocabulary

A.D.*	follower*	own
accept	get sick	Peace be upon him.*
across	God	preach
add up	guide*	prophet
admire*	guidance*	receive (sb) with open arms*
age*	help	send*
all	highly	sense* (n)
among	hometown	since
Anything else, madam?	honesty*	sixth
be born*	How about this one?	title*
brush	idol*	true
century	Islam*	trustworthy*
correct (v)	last* (n)	truthful*
creator*	look	truthfulness*
destroy	mankind*	turn against
duty*	Mecca*	universe
empty	Medina*	welcome (sb) warmly
enemy*	message*	What size do you wear?
entire*	Muslim	worship*
follow*	Okay. I'll take it.	

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Appendix (H)

Lesson Seven (Grade Two, High School)

HOW ARE YOU?

B. Reading



- 1 "Hello." "How are you?" "Good morning." "Have you eaten yet?" "Where are you going?" These are greetings which people use in different languages when they meet each other. But what is a greeting?
- 2 A greeting is a way of being friendly to someone. It is a way of being polite. It is also a way of starting a conversation. In many languages a question is used as a greeting: "Where are you going?" "How's everything with you?" But questions like these are not real questions. They do not require a full answer or even a true one. In English, for example, the commonest greeting is a question about a person's health: "How are you?" But we do not expect people to tell us about their health.
- 3 We do not expect them to talk about their headache or their backache, if they have one. People reply to these questions with a fixed expression such as "I'm fine, thanks." or "I'm very well, thanks." In the same way, in countries where people greet each other with "Where are you going?", a simple reply such as "Just walking around." is sufficient. It is not necessary to describe where you are actually going.

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LESSON SEVEN



A. New Words

1.
 - a. "We have got everything in our supermarket, sir."
"What do you require?"
"I just want some sugar."
 - b. He is going to live in a small village. He requires peace and quiet.
 - c. I can't do the job alone. I require help.
2.
 - a. I am glad that they can't change their prices in this store.
They are always fixed.
 - b. I'm sure he will not change his idea.
People say that he has a fixed idea.
3.
 - a. Our teacher told us to write about the accident. I think it is an interesting topic.
 - b. People always talked about war. You know this was a topic for conversation a few years ago.
 - c. The topic of his composition was "The Importance of Education".
4.
 - a. Everybody talked about his book. But the new teacher did not comment on it.
 - b. You are my older brother. You can comment on my job.
5.
 - a. "Do you ever go to the seaside in winter?"
"No, we don't. Winter is not a suitable time for swimming."
 - b. Today is very cold. You're wearing just a shirt.
This is not suitable for winter days.
 - c. Tehran is a very busy city. It is also very expensive.
I think it is not a suitable place for living.

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- 4 In most languages, a greeting is usually followed by "small talk." Small talk means the little things we talk about at the start of a conversation. In English speaking countries, people often make small talk about the weather: "Nice day, isn't it?" "Terrible weather, isn't it?" But there is something special about small talk. It must be about something which both people have the same opinion about. The purpose of small talk is to let both people agree on something. This makes meeting people easier and more comfortable. People usually agree about the weather, so it is a safe topic for small talk. But people often disagree about religion or politics, so these are not suitable topics for small talk in English. The topics for small talk also depend on where the conversation is taking place. At football matches, people make small talk about the game they are watching: "Great game, isn't it?" "At bus stops, people may comment about the transport system: "The buses are very slow these days, aren't they?"
- 5 Greetings and small talk are an important part of conversation in any language. The way people greet each other and the things they talk about, however, may be different from one language to another. This shows that there is much more to learn when we learn a language than just the vocabulary and the grammar of the language. We also have to learn the social behavior of the people who speak it.

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C. Comprehension

I. Answer the following questions.

1. What is the most usual greeting in Iran?
2. Is greeting a way of being polite?
3. Do you ever use a question as a greeting?
4. What are the different greetings you know in English?
5. Is greeting a way of starting a conversation in Iran?
6. What are the topics of small talk when you are on the bus?
7. Are greetings the same in all languages?
8. Is greeting part of our social behavior?

II. True / False

- ___ 1. A greeting helps you be friendly with others.
- ___ 2. We must give complete and true answers to greetings.
- ___ 3. Small talk is the same as greetings.
- ___ 4. People usually disagree about politics.
- ___ 5. Religion is a suitable topic for small talk.

III. Complete the sentences. Use a, b, c or d.

1. In all languages asking someone's health -----.
 - a. is the commonest greeting
 - b. is a real question
 - c. requires a true answer
 - d. none of the above
2. If someone asks you "Where are you going?", You -----.
 - a. should give a true answer
 - b. should tell him where you are actually going
 - c. don't have to tell him where you are going
 - d. can give a quick reply
3. The small talk after greeting -----.
 - a. can be the start of a long conversation
 - b. is very special

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Appendix (H)

(Continued)

- c. must be about many different things
d. is always followed by a conversation
4. From the passage we can say that -----.
- a small talk in English may be similar to small talk in Persian
 - small talk is the same in all languages
 - it is not necessary to use small talk in Persian
 - vocabulary and grammar of a language are the only two things we should learn

D. Speak Out



Structure: Conditional Sentences (Type 2)

Speaking 1

Listen and repeat.

- If Ali knew you live here, he would come to see you.
If the car was cheaper, we could buy it.
If I were a rich man, I would buy a house for you.
If I had a two-rial coin, I could telephone them.
If he didn't eat too much, he wouldn't be so fat.
If they arrived this afternoon, we might see them again.

Speaking 2: Substitution Drills

Substitute the words in the pattern sentences.

- A) If they were here, I would show them the pictures.**
- borrow their car
 - cook dinner for them
 - tell them the truth
 - ask them these questions
 - buy more fruits
 - stay here

- B) They'd come to see you if they knew your address.**

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- lived near here
- had a car
- weren't in a hurry
- saw your note
- received your letter
- weren't so busy

Speaking 3

Make questions with these words. Then answer them.

Example: What / you do / you have a lot of money.
What would you do if you had a lot of money?
If I had a lot of money, I would help poor people.

- What / you do / you have a big garden.
- Where / you work / you are a professor.
- What / you can buy / you have only ten toman.
- What / you can eat / you don't have any teeth.
- What / you do / you aren't a student.
- How / you write / you don't have fingers.

Speaking 4

Look at the pictures and answer the questions.

- What would happen if the boy opened the door of the cage?



- What would happen if the man didn't walk carefully?



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- What would happen if Parvin's mother wasn't in the kitchen?



- What would happen if the children played football in the yard?



- What would happen if he took off his coat?



- What would happen if the door was open?



E. Write It Down

Writing 1

Complete the following sentences.

- If I found ten thousand toman in the street, I -----.
- I ----- If I weren't a student.
- I ----- If I knew English and French perfectly.
- If we didn't have books, we -----.
- If I were an English teacher, I -----.

Writing 2

Write five sentences about yourself and the people you know. Begin your sentences with "if" like the ones in this lesson.

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To the Teacher

Structure: Conditional Sentences (Type 2)

Compare:

A. If you come, we will study.	(simple present)	(future)
B. If you came, we would study.	(simple past)	(past future)

Notes:

- Sentence A talks about something which will probably happen and considers its consequences for the future. Whereas sentence B talks about an imaginary situation and considers its imaginary consequences at present.
- The "if clause" can come after the main clause. If so, no comma is needed.

Example:

- We would study if you came.
3. "Were" can be used in place of "was" after I / he / she / it. There is no difference in meaning, but "were" is more formal. However, "were" is preferable in purely imaginary situations.

Examples:

- If I were a rich man, I could buy a new car.
If I were you, I wouldn't go there.

F. Language Function

Conversation

- A: When is your appointment with the doctor?
B: It's on the sixteenth, I think.
A: That's next Wednesday, isn't it?
B: That's right.

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Appendix (H)

(Continued)

Months and Dates

1. A: What month is your birthday?
B: It's in Aban.

2. A: What's the date today?
B: It's the sixteenth.
The twenty - third.

Now practice with a friend.

G. Pronunciation Practice

Review 1

Listen to your teacher and then put these words under the right column.

whose, should, put, foot, no, push, pull, too, hours, noun, do, look, coat, sow, road, cook, would, rude, rowed, soon, hope, town, down

Column A	Column B	Column C	Column D
whose	should	noun	coat

H. Vocabulary Drill

We can add -ing to some verbs to change them into nouns. Add -ing to the following verbs and use them in the sentences below. Some spelling changes are necessary.

draw, swim, write, shop, run, begin

1. I read the book from ----- to end.
2. The ----- on the stone was not clear; I couldn't read it.
3. I have some ----- to do this afternoon.

4. You are very good at ----- flowers.
5. We had to practice ----- several weeks before the race.
6. I want to learn ----- this summer.

I. Vocabulary

actually ¹	disagree about*	importance*	small talk*
agree about / on*	education*	living (n)	social*
appointment*	expect*	necessary*	start* (n,v)
backache*	expression*	opinion*	sufficient*
behaviour*	finger	peace*	suitable*
birthday	fixed* (adj)	politics*	supermarket*
comment about / on*	friendly*	professor	take place*
common*	greet* (v)	purpose*	topic*
composition*	greeting*	quiet*	transport system*
conversation*	headache*	race	usual*
date (n)	health*	religion*	vocabulary*
depend on*	How is every -	require*	walk around*
describe*	thing with you*?	safe*	write (about)
different (from)	idea*	similar*	

¹ The asterisk mark words used in the reading texts.

Appendix (I)

Lesson Six (Grade Three, High School)

LESSON SIX

A. NEW WORDS

1.
 - a. He may not know the answer to this chemistry problem.
His field is physics.
 - b. "What's your field of interest?"
"My field of interest is art."
2.
 - a. They have designed a new car. It's smaller and cheaper.
 - b. "Do you know the designer of Azadi tower?"
"No, I don't."
3.
 - a. The new giant airplanes have more than 300 seats.
 - b. He is the giant of his family. He's almost 6 feet tall.
4.
 - a. Man has sent spacecrafts to other planets.
Recently one of them sent very clear pictures from the Mars.
5.
 - a. The moon orbits round the Earth and the Earth orbits round the Sun.
6.
 - a. Please make any endeavour to arrive on time.
Otherwise, they will not let you take the exam.
 - b. Computers can help in most fields of human endeavour.

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7.
 - a. Disabled people cannot use some parts of their body properly.
 - b. There are computer programs which can help some disabled people.
8.
 - a. Computers process information. They can do a series of actions on the information which is given to them.
9.
 - a. They switched the conversation to a different topic when she came in.
 - b. "Could you switch the TV over?"
"There's a good movie on channel four."

Lesson Six 81

What is a Computer?

B. READING

- 1 Computers are changing all our lives and also old ways of doing things with their superhuman speed. They come in different sizes – from very large to small pocket-sized ones. They can almost be used in any field of activity. No one can deny their influence and importance.
- 2 Computers are used to design different things. They are used in giant airplanes and modern cars. All spacecrafts which are orbiting out through space are controlled by computers.
- 3 In addition to helping us to work better, computers are opening new fields of endeavour. Perhaps the most important is in medicine where computers are helping doctors to research disease, chemists to design drugs and disabled people to learn skills. But how is the computer able to perform so many different tasks?
- 4 A computer does all these tasks by means of processing the information. It can do all this because it is programmable. This means that it can be given instructions, called programs, which tell it exactly what to do. By feeding in different programs, computers can be switched from one job to another.
- 5 Furthermore, computers can also be programmed to do many separate tasks at the same time. The central computer of an airline, for example, is constantly busy sending and receiving information to and from offices and airports around the world.

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C. COMPREHENSION

I. Answer the following questions.

1. Can computers help us to do things faster?
2. Can computers help us design new tools?
3. What are the different things that computers can perform?
4. How can computers help chemists?
5. How does a computer work?
6. Can computers think?

II. True / False ?

- 1. Computers have only influenced some part of our daily activities.
- 2. Computers could be used for entertainment too.
- 3. Computers can design different things without our instructions.
- 4. Computers can do research in different fields.
- 5. A computer has the capacity to handle different things.
- 6. A computer can only do things according to the programs they are fed in.

III. Complete the sentences using a, b, c, or d.

1. According to the passage -----.
 - a. the computer has had little effect on your life
 - b. people usually use pocket - sized computers at home
 - c. computers are available everywhere
 - d. the computer will influence our life in different aspects
2. Computer programs -----.
 - a. process information
 - b. tell the computer what to do
 - c. can perform so many tasks
 - d. can feed the computer
3. Computers can be used -----.
 - a. in the field of medicine

Lesson Six 83

Appendix (I)

(Continued)

- b. to design drugs for disabled people
 - c. to switch from one job into another
 - d. by chemists only
4. We learn from the passage that ----- .
- a. disabled people do research to design drugs
 - b. doctors teach the disabled people different skills
 - c. computers are used in research projects
 - d. computers should only do certain tasks

D. SPEAK OUT

Structure: Passive (be + PP)

Speaking 1

Listen and repeat.

A room can be built there.
All cars must be parked outside.
This letter shouldn't be answered immediately.
The men may be invited to the party.

This film has been shown several times.
These cars haven't been used since 1990.
The old man hasn't been seen for many years.
The problem had been solved by a few students.
The house hadn't been repaired before they arrived.

Where is his car parked?
When was the bridge built?

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When will the bridge be finished?
How should they be informed?

Why hasn't the car been repaired yet?
Why hadn't the doctor been called before?

What is made in this factory?
Who was injured in the accident?

What should be written to Ali?
Who will be sent to the meeting?

What has been bought for John?
Who had been employed before?

Speaking 2

Substitution Drills

Substitute the word(s) in the pattern sentences. Make changes if necessary.

A) Very good cars can be made in this factory.

1. must
2. may
3. will
4. should

B) The picture has been taken by Ali.

1. The problem / solve
2. These questions / answer
3. Your book / find
4. Those pictures / draw
5. The window / break

Lesson Six 85

C) What is written on this page?

1. was written
2. must be written
3. will be written
4. should be written
5. has been written
6. had been written

D) When should the house be repaired?

1. Where / built
2. Why / sold
3. When / painted
4. Why / repaired
5. When / completed

Speaking 3

Give Yes or No answers.

Example: Can this bicycle be repaired?
No, it can't be repaired.



1. Can this building be completed today?



86 Lesson Six

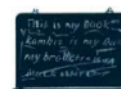
2. Should Betty's hands be washed?



3. Will he be caught by the police?



4. Has the blackboard been cleaned?



5. Have these sentences been written beautifully?



6. Had the clothes been washed when she arrived?



Lesson Six 87

Appendix (I)

(Continued)

Speaking 4

Change these sentences into questions.

A) The tiger was seen in the forest last year.

1. What?
2. Where?
3. When?

B) Their names must be written on this page today.

1. What?
2. Where?
3. When?

C) This problem had been solved in the classroom before.

1. What?
2. Where?
3. When?

Speaking 5

Answer these questions.

Example:

Where is the car parked?
The car is parked in front of a house.

1. When is the shop closed on Thursdays?



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2. How many shirts have been washed?



3. Where has the English sentence been written?



4. What language is spoken in this country?



5. How much homework should be done by the student?



E. WRITE IT DOWN

Writing 1

Write the correct form of the verbs in parentheses.

Example:

These sentences (should write) in your notebooks.
These sentences should be written in your notebooks.

1. The bridge (build) just two years ago.
2. You (must answer) the questions in English.
3. We (invite) to dinner last Monday night.
4. This plane (can fly) at a very high speed.
5. This watch (work) very well since last year.
6. Monkeys (study) in this lab for many years.

Lesson Six 89

7. Our holidays (will begin) next month.
8. This engine (use) a lot of electricity every day.
9. His brother (find) near the park last night.
10. The questions (can answer) easily.

Writing 2

Use the words in parentheses to make new sentences.

Example:

The car was fixed yesterday. (use - tomorrow)
It will be used tomorrow.

1. This film can be shown this Friday. (make - in Japan)
2. This lesson has been taught before. (can practice - now)
3. The book was finished last week. (publish - tomorrow)
4. The new ship will be used from tomorrow. (buy - yesterday)
5. The letter was posted by John. (write - before you arrived)

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To the teacher:

Structure: more on passive form

Previous pattern (book I)

Compare:

(Active) Reza washed the car yesterday.

A B

(Passive) The car was washed (by Reza) yesterday.

B A

A did B → B was done (by A)

Notes:

1. The passive form of a verb has two parts, a form of be (am, is, are, was, were, being, been), and the past participle of the main verb.
2. We use the passive when:
 - a) It is not important to know the doer of an action.
 - b) We do not know the doer of an action.
 - c) We are more interested in the action itself.

Tense	Active	Passive
simple present	washes	am / is / are washed
simple past	washed	was / were washed
present perfect	have / has washed	have / has been washed
past perfect	had washed	had been washed
Modals	will	will
	can	can
	may	may
	must	must
	have to	have to
	has to	has to
	am / is / are going to wash	am / is / are going to be washed

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Appendix (I)

(Continued)

F. LANGUAGE FUNCTION

Asking For Directions

1.

A: Excuse me, how do I get to the station, please?

B: The bus station?

A: Yes, that's right.

B: Go straight on. It's three blocks down this street, on your left.

A: Thanks a lot.

2.

A: Excuse me. Can you help me? I want to get to the post office.

B: Ah, yes. Turn right, then take the second turning on your left.
It's on the right-hand side.

G. PRONUNCIATION

Listen to your teacher. Then decide to which column the following words belong.

	.l.	.I	.I.
1. angry	angry		
2. above		above	
3. remembered			remembered
4. belief			
5. decided			
6. wanted			
7. never			
8. hotel			
9. computer			
10. department			
11. people			
12. enjoy			
13. forget			
14. before			
15. classes			

H. VOCABULARY DRILL

Fill in the blanks with these nouns and adjectives:

careful, care, happiness, happy, useful, use

1. He's too ----- with his money.
2. Computers and videos are ----- things to have at schools.
3. A pilot must do his work with great -----.
4. I'll be ----- to meet him when I have free time.
5. He wrote a book about the ----- of wind power.
6. Her success brought ----- to her poor family.

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Lesson Six 93

I. VOCABULARY

action*	endeavour*	project* (n)
activity*	entertainment*	properly*
airline*	exactly*	research* (v)
aspect*	furthermore*	right-hand side
available	giant*	separate* (adj)
by means of*	go straight on	series*
block	handle* (v)	spacecraft*
capacity*	in addition to*	success
central*	influence* (v)	superhuman*
chemist*	inform	switch* (v)
come in*	on your left	task*
constantly*	orbit* (v)	tower
deny*	otherwise*	turn (v)
design* (v)	perform*	turning
designer*	pocket-sized*	wind power
disabled* (adj)	process* (v)	
drug*	programmable*	

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Appendix (J)

Curriculum for Bachelors Degree in English Language Teaching (Core Courses)

No.	Course Title	Credit
1	Grammar and Writing I	6
2	Grammar and Writing II	6
3	Reading and Comprehension I	4
4	Reading and Comprehension II	4
5	English Study Skills I	2
6	English Study Skills II	2
7	General English	2
8	Conversation I	4
9	Conversation II	4
10	Conversation III	3
11	Conversation IV	3
12	Advanced Grammar I	2
13	Advanced Grammar II	2
14	Advanced Writing I	2
15	Advanced Writing II	2
16	Advanced Reading and Comprehension	3
17	Advanced Reading	2
18	Introduction to Translation I	2
19	Introduction to Translation II	2
20	Linguistics I	2
21	Linguistics II	2
22	An Introduction to Literature I	3

Appendix (J)

(Continued)

No.	Course Title	Credit
23	An Introduction to Literature II	3
24	Application of Language Idioms and Vocabulary	2
25	EFL Methods Course	4
26	English Language Testing	2
27	Advanced Translation I	2
28	Advanced Translation II	2
29	Contrastive Linguistics I	2
30	Contrastive Linguistics II	2
31	Selected Texts of World Literature I	2
32	Selected Texts of World Literature II	4
33	Research Methodology	2
34	Reading Press Texts	2
35	Practicum I	3
36	Practicum II	3
37	Production and Application of Educational Materials (in Persian)	2
38	Evaluation and Measurement (in Persian)	2
39	Fundamentals of High School Educational Planning (in Persian)	2
40	Child and Juvenile Psychology (in Persian)	2
41	Principles and Techniques of Consultation and Guidance (in Persian)	2
42	Educational Management (in Persian)	2
43	Principles of Education Philosophy (in Persian)	3
44	Educational Psychology (in Persian)	2

Appendix (K)

Curriculum for Bachelors Degree in English Language and Literature (Core Courses)

No.	Course Title	Credit
1	Grammar and Writing I	4
2	Grammar and Writing II	4
3	Reading and Comprehension I	4
4	Reading and Comprehension II	4
5	Reading and Comprehension III	4
6	Conversation I	4
7	Conversation II	4
8	English Study Skills	2
9	English Phonetics	2
10	Advanced Writing	2
11	General Linguistics I (in English)	2
12	General Linguistics II (in English)	2
13	Principles and Methods of Translation	2
14	Samples of Simple English Poetry	2
15	Translation of Simple Texts	2
16	Literary Arts and Techniques	2
17	Second Foreign Language I	3
18	Second Foreign Language II	3
19	Second Foreign Language III	3
20	An Introduction to Literature I	2
21	An Introduction to Literature II	2

Appendix (K)

(Continued)

No.	Course Title	Credit
22	Samples of Simple English Prose	2
23	Application of Language Idioms and Interpretations in Translation	2
24	Oral Reproduction of Stories I	2
25	Oral Reproduction of Stories II	2
26	Essay Writing	2
27	Reading of Press Texts	2
28	A Study of English Literature History I	4
29	A Study of English Literature History II	4
30	Research Methodology I	2
31	Research Methodology II	2
32	Letter Writing	2
33	EFL Methods Course	4
34	Short Story	2
35	A Study of Islamic Translated Texts I	2
36	A Study of Islamic Translated Texts II	2
37	English Language Testing	2
38	English Poetry	2
39	Drama I	2
40	Drama II	2
41	Literary Schools	2
42	Literary Criticism I	2
43	Literary Criticism II	2

Appendix (K)

(Continued)

No.	Course Title	Credit
44	Selected Texts of Literary Prose	2
45	Literary Texts Translation I	2
46	Literary Texts Translation II	2
47	Novel I	2
48	Novel II	2

Appendix (L)

Curriculum for Bachelors Degree in English Translation (Core Courses)

No.	Course Title	Credit
1	Grammar and Writing I	4
2	Grammar and Writing II	4
3	Reading and Comprehension I	4
4	Reading and Comprehension II	4
5	Reading and Comprehension III	4
6	Conversation I	4
7	Conversation II	4
8	English Study Skills	2
9	Oral Reproduction of Stories I	2
10	Oral Reproduction of Stories II	2
11	Literary Translation	2
12	English Phonetics	2
13	Principles and Methods of Translation	2
14	An Introduction to Literature I	2
15	An Introduction to Literature II	2
16	General Linguistics I (in English)	2
17	General Linguistics II (in English)	2
18	Translation of Simple Texts	2
19	Samples of Simple English Prose	2
20	Letter Writing	2
21	A Study of Islamic Translated Texts I	2
22	A Study of Islamic Translated Texts II	2

Appendix (L)

(Continued)

No.	Course Title	Credit
23	Application of Language Idioms and Interpretations in Translation	2
24	Essay Writing	2
25	Samples of Simple Poetry	2
26	Lexicology	2
27	Research Methodology I	2
28	Research Methodology II	2
29	EFL Methods Course	4
30	English Language Testing	2
31	Theoretical Principles of Translation	2
32	Persian Structure	2
33	Advanced Translation I	2
34	Advanced Translation II	2
35	Oral Translation I	2
36	Oral Translation II	2
37	Translation of Economic Texts	2
38	Translation of Press Texts	2
39	Individual Translation I	2
40	Individual Translation II	2
41	Translation of Correspondences and Documents I	2
42	Translation of Correspondences and Documents II	2
43	Contrastive Study of Sentence Structure	2
44	Translation of Political Texts	2
45	Translation of Tape and Film I	2

Appendix (L)

(Continued)

No.	Course Title	Credit
46	Translation of Tape and Film II	2
47	Topic Conversation	2
48	Advance Writing	2
49	Translation of Humanities Texts	2

Appendix (M)

General Common Courses

for Bachelors Degree in ELT, ELL and ET

No.	Course Title	Credit
1	Persian Language	3
2	Islamic Studies I	2
3	Islamic Studies II	2
4	Islamic Revolution and its Origin	2
5	Islamic Ethics and Education	2
6	History of Islam	2
7	Islamic Texts (in Persian)	2
8	Physical Education I	1
9	Physical Education II	1
10	Population and Family Planning	1

Note. Students in Open University (*Azad University*) would need to pass the Will of the late leader of the Islamic Republic of Iran (*Vasiat-Nameh Emam Khomeini*) bearing one credit as well.

Appendix (N)

EFL Methods Course Syllabi (A)

Semester II, 2009

Instructor:

Class time:

Location:

Office Hours:

I. Course Description

- Familiarity with the EFL teaching methods and approaches; and
- Examining the techniques of teaching the four language skills

II. Course Objectives

- Introducing the students to the methods and approaches of teaching EFL;
- Familiarizing the students with the techniques of teaching four basic language skills: listening, speaking, reading and writing; and
- Providing the students with classroom-like experience

III. Course Requirements

- Class participation;
- Final examination; and
- Microteaching

IV. Required Readings

- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3rd ed.). Englewood Cliffs, N.J.: Prentice Hall Regents.

Appendix (N)

(Continued)

- Celce-Murcia, M. (1991). *Teaching English as a Second or Foreign Language* (2nd ed.). Boston, MA: Heinle & Heinle.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

V. Grading Criteria

Class participation (2 Marks)

Microteaching (Maximum 15 minutes) (3 Marks)

Final examination (15 Marks)

Appendix (O)

EFL Methods Course Syllabi (B)

Semester II, 2009

Instructor:
Class time:
Location:

I. Course Objectives

- Building knowledge about the methods and approaches of teaching EFL; and
- Dealing with the techniques of teaching four language skills: listening, speaking, reading and writing

II. Course Requirements

You are required to attend the class regularly and sit for both midterm and final examinations. You are also supposed to plan a lesson and do the microteaching in 10 to 20 minutes.

III. Required Readings

- Celce-Murcia, M. (1991). *Teaching English as a Second or Foreign Language* (2nd ed.). Boston, MA: Heinle & Heinle.
- Chastain, K. (1988). *Developing Second-Language Skills: Theory and Practice*. New York: Harcourt Brace & Jovanovich.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

Appendix (O)

(Continued)

IV. Recommended Readings

- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3rd ed.). Englewood Cliffs, N.J.: Prentice Hall Regents.
- Finocchiaro, M. & Bonoma, M. (1973). *The Foreign Language Learner: A Guide for Teachers*. New York: Regents Publication.

V. Grading Criteria

Midterm examination	(5 Marks)
Final examination	(12 Marks)
Microteaching (between 10 to 20 minutes)	(2 Marks)
Attendance	(1 Mark)

Appendix (P)

EFL Methods Course Syllabi (C)

Semester II, 2009

Instructor:

Class time/ Location:

Office Hours:

Email:

I. Course Description

This course provides you with a basic knowledge of the methodology of TEFL and deals with the techniques of teaching the four basic language skills: listening, speaking, reading and writing.

II. Course Objectives

- To familiarize you with different methods and approaches of teaching EFL
- To introduce you to the techniques of teaching the four language skills
- To provide you with classroom-like experience through microteaching

III. Course Requirements

You are required to read weekly reading assignments and to actively participate in class discussions and activities. You are also expected to complete the assignment (microteaching) by developing and teaching a lesson for a maximum of 20 minutes either before or by your scheduled due date. Due to the introductory nature and the breadth of this course, it is recommended that you attend each class and that you are on time. You are also required to sit for both midterm and final examinations. Not attending the final examination session results in the course failure.

IV. Required Readings

- Celce-Murcia, M. (1991). *Teaching English as a Second or Foreign Language* (2nd ed.). Boston, MA: Heinle & Heinle.
- Chastain, K. (1988). *Developing Second-Language Skills: Theory and Practice*. New York: Harcourt Brace & Jovanovich.

Appendix (P)

(Continued)

- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

V. Recommended Reading

- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3rd ed.). Englewood Cliffs, N.J.: Prentice Hall Regents.

VI. Grading Criteria	Due Date	Mark
Class participation	Throughout the course	1
Attendance	Throughout the course	1
Midterm examination	May 7	5
Microteaching	Students' choice, between May 21 to June 18	3
Final examination	July 1	10

Appendix (Q)

Letter of Introduction

(Issued by the Faculty of Education, University of Malaya, Malaysia)

	UNIVERSITI MALAYA KUALA LUMPUR	
<i>Producing Leaders Since 1905</i>		
31 March 2009		
To Whom It May Concern		
Name	: Nafiseh Salehi	
I/c No./ Passport No.	: D14821695	
Registration No.	: PHA 070026	
Programme	: Doctor of Philosophy	
Specialization	: Teaching English as a Second Language	
<p>This is to confirm that the above candidate is a student in the Doctor of Philosophy, University of Malaya, beginning in semester 1, session 2007/2008.</p> <p>She/he is currently doing research and would require research data which can be obtained from your school/office/institution/university. We would appreciate it if you are able to assist our candidate in his/her research and would like to thank you in advance for your cooperation.</p> <p>Thank you.</p> <p>Yours truly,</p>  <p>MASITAH IDRIS Senior Assistant Registrar (Higher Degree) Faculty of Education</p>		
<p>FAKULTI PENDIDIKAN Universiti Malaya 50603 Kuala Lumpur http://www.um.edu.my</p> <p>Pejabat Dekan : (603) 7967 5090 Faks : (603) 7966 5506 Timbalan Dekan : (603) 7967 5079/5080/5099 Faks : (603) 7967 5141/5089 Penolong Pendekar : (603) 7967 5131/5001 - Pejabat Am : (603) 7967 5006/5133 Faks: (603) 7967 5136 Jabatan Asas Pendidikan dan Kemajuan/Jabatan Pendidikan Matematik dan Sains : (603) 7967 5049 Faks : (603) 7967 5148 Jabatan Pendidikan Bahasa dan Literasi/Jabatan Kurikulum dan Teknologi Pengajaran : (603) 7967 5027 Faks : (603) 7967 5139</p>		
		

Appendix (R)

Entry Permission Letter

(Issued by the Education Organization of Semnan Province)

شماره ۶۹۴۰۳۱۰۶ - ۰۰۹۱۲۳۰۷۸۰۰
S. Eskandari Khole,
Official English Language Translator
esekandari23@yahoo.com

شماره ۷۰۵۵۳۱
شماره دفتر متوجه ۱۳۸۲
۸/۵/۷/۲
جمهوری اسلامی ایران
قوه قضائیه - اداره مترجمین رسمی

Iranian Emblem
Islamic Republic of Iran
Ministry of Education
Education Organization of Semnan Province
Saadi St. Semnan - 35139-3183
Toll: 3321782-6
www.semnan.medu.ir email: semnan@medu.ir

No.: 631/8397/108
Date: April 28, 2009

In the Name of God

To: Regional Office of Education

Subject: Execution of Ph.D. Project

Reference to the letter No. 4308 dated April 19, 2009, in connection with execution of Ph.D. project on "Review of Pre-employment Training of High School Foreign Language Teachers of Semnan Province", we hereby introduce **Ms. Nafiseh Salehi** and her colleague, **Mr. Habib Salehi**. Therefore, observing all administrative regulations, you are requested to provide her and her colleague with the required assistance for execution of the research project.

Signature and Seal: For, President,
Education Organization of Semnan Province

True translation certified.
Official Translator to the Judiciary, E. Eskandari
Tehran - Dated: Sept. 25, 2009

37153.4*

SEAL OF THE JUDICIARY
The authenticity of the seal & signature marked (X) is certified without any consideration to the contents.

17029

Appendix (S)

Sample of the Interview Transcript

Date/Time: 9.00 am - 29.4.2009

Place: School

Interviewer: Researcher

Interviewee Pseudonym: Negin

Demographic Information: Female Degree: MA

University graduated: Teacher Training U. Major: ELT

Teaching location: SH.

Number of years of experience: 4 years, Grade level teaching: 12 and 3

1. Where did you learn English?

مدرسه با خودم داشتم. اما من کردم که در مدرسه در زمینه مکالمه و لغت سطح خودم در ارتقا بدم
از آنجا که بیشتر این تئوری تدریس می کردند، می پرسیدند! می پرسیدند! می پرسیدند! می پرسیدند! می پرسیدند!

Going to lang.
inst. to learn
English

2. Have you ever gone to a private language institute to learn English?

بله - حدوداً یک سال داشتم. نویسمه را هم شروع کردم تا تمام کلاس حدوداً ۱۲ ترم
طول کشید. خیلی خنده بر من در می آید که مکالمه مشکل داشتم

3. Have you participated in any inservice programs? If yes, how many hours? Were they related to EFL teaching methods?

بله حدوداً یک سال است شرکت کردم که از این یک ساعت کلاس بود. یک ساعت به روشی
بسیار خوب تدریس می کردند. این روش خیلی به من کمک کرد و شروع کردم به تدریس

participation
in inservice
course/
change of
Teaching
Approach

4. What language teaching methods were you taught in the EFL methods course?

همه روش های تدریس را به صورت تئوری به ما تدریس کردند. AL, DM, GTM. اما در مکالمه
تک روش رو به کار می بردند که ما بیشتر به هم می زدیم و می گفتیم که هر دو به صورت خاصی تدریس
می کنند. اما نکته این بود که بیشتر روش Grammar Trans. تدریس می شد. در دوره تئوری هم تمام
روش های تدریس را به ما تدریس می کردند. AL, DM, GTM. اما آن ها را در تئوری به ما تدریس می کردند.

Teaching
Theoretically/
GTM is Emphasized

5. Can you name the reference books you were taught in the EFL methods course?

کتاب های Chastain و Larsen-Freeman به ما تدریس می شد. از آنجا که آخر
روزی هست که آخر Chastain تدریس می شد به سبب اهمیت بیشتر. در دوره تئوری به ما تدریس می کردند.

Reference
books

6. Did your instructors emphasize on implementing any of the language teaching methods in your future classes?

بله - بیشتر روش Grammar Trans. است و به ما تدریس می کردند که قبل از آن به ما تدریس می کردند
به هم می زدیم و می گفتیم که هر دو به صورت خاصی تدریس می کنند. اما نکته این بود که بیشتر روش Grammar Trans. تدریس می شد. در دوره تئوری هم تمام
روش های تدریس را به ما تدریس می کردند. AL, DM, GTM. اما آن ها را در تئوری به ما تدریس می کردند.

Other methods
were taught
using GTM

مکالمه برای ما. ولی بعضی از دانشجوها به ما تدریس می کردند و می گفتند که هر دو به صورت خاصی تدریس می کردند.
تقریباً فقط روش Grammar Trans. به ما تدریس می کردند و اهمیت تدریس می دادند. به ما تدریس می کردند که هر دو به صورت خاصی تدریس می کردند.

Instructors'
Approach in
presenting
Methods

Appendix (S)

(Continued)

7. Did your instructors contextualize any of the language teaching methods? If yes, how?

بله این کار به نحوه فرد بودن بود و اول هم یک بار اتفاق افتاد. ولی بچگی که اگر از همان روش *Grammar* رو انتخاب کردند. گویا جرات نمی کردند روش های دیگری رو کار ببره. چون شاید به ما آشنایی کافی داده نشده بودیم و صرفاً عملی و یک کلمه حتی حفظ بود. آدم خودتون به جای دانش آموزان قرار می داد. اونوقت می بینید یادگیری زبان هیچ و این می بینیم بعضی در امر تدریس خیلی کمک نکرد ولی همین طور که گفتیم خیلی محدود بود و فقط یک بار اتفاق افتاد

limited
microteaching

8. Did you perform a microteaching? If not, why?

فقط یک بار به دانشجو این وقت داده شد یکی از دوستان دبیرستان یکی من این رو انتخاب کردم و در وقت دوازده. در هر هفته استاد دو دانشجو زبان، دوازده ساعت وارد کلاس می شدند و تدریس می کردند و استاد از پشت دراهم نمی گفت. فقط در غای غرض از ۲۰ دقیقه که کار من خوب بوده باشد. دانشجو باید و اینطور می کرد در شرایط واقعی تدریس و هم دانش آموزان نمی شنیدند. اگر چه این تجربه محدود بود ولی خیلی خوب بود.

Limited
microteaching
No Control
over the
Content/Method

9. Did you go to schools for your practicum?

نه به صورتی که به مدرسه برویم. چون به صورت *microteaching* بود. ولی گفتیم که خیلی تفریحی بود و درسی انتخاب وجود نداشت. در اون درس هم یکی از دوستان به دوازده انتخاب می شد و به صورت سلیقه ای تدریس می شد. خیلی کمتری وجود نداشت.

Arbitrary
in microteaching

10. In your opinion, how does the EFL methods course contribute to the practices of high school English teachers?

ابتدا بحث تئوری است که همان با مباحث تئوری آشنایی داریم و این خوب است و باید خیلی بودن آشنایی با این اهمیت داده بشه. آدم بحث با مباحثی در مورد و مهارت کنی هست که به عنوان آشنایی ما تا حد ۷۰٪ به کاروان بسط بود. در بعضی از تئوری ها که به صورت گروهی و مشارکتی برگزار می شد و من می بینم. با اگر است و یک نفر من بود و به تجربه کافی دست و عملش هم خوب بود، بعد از مدت کوتاهی او را نظر در کار و تدریس می دادیم. این بعضی تئوری های خیلی کمک کرد بعد از هر تدریس و این را هم ولی می گفت که گفتیم تدریس می گفت. از مواد کمک آشنایی به دستاورد می شد. در هر تدریس استاد از آن ها به تدریس می داشت که گفتیم. فقط گفتیم و تدریس بود. بعضی از تدریس ها من به تدریس می دادیم و *participation* و *interaction* می داشت.

Theory is
important to
but need to
be put in
practice

Knowledge
of lecturers
limited
Groupwork

limited
Artifact

11. Do you feel competent enough to implement what you have been taught about language teaching methods in the real situation of your classroom?

نه زیاد. چون می گوییم که قبلاً گفتیم خیلی آشنایی با *practices* تئوری هم خوب ولی نه اینکه تنها *Focus* درس باشد. اکثرین معلوم باید ورود به کلاس با تجربه به تدریس می دادیم و به تدریس می دادیم. سطح عملی یکم بود و به کار می کرد که برای اکثریت دانش آموزان می دادیم. گاهی من در تدریس می تدریس می کردم به سطح تدریس می تدریس می کردم چون می بینم اون روش جواب می نده.

Students'
needs
practical
Training

(Continued)

communities in your learning?

این بخش ها مایه یادگیری برای تدریس آماده کرد. ولی چنین چیزی با رویکرد به اشتراک و مشارکت
با همکاران تجربه نکردیم. برای مثال بعد از آنکه با رویکرد جدید شروع کردیم نوعی همکاری در تدریس پیدا
می شد. سرودگم بودیم. از این جهت به اون قسمت می رفتیم. با اینکه بعضی کارم چنین فعالی داشتیم و برای تدریس
آمیزه داشتیم. اما کارم اغلب نداشت. نمی دانستیم باید چه کار کنیم. کارم سه تا از این موارد و چیزی را کامل نبودیم. بنابراین
تجربه خودم در چنین تدریس و کار در واقع کار را در این تدریس مصلحت کرد.

[on the
job learning
to
Experience]

[Following]

[illegible]

بهتر من چیه؟ (یعنی در این روش شریعت می کشد) من این روش رو خیلی دوست دارم. جی ایا که بدونه که من این روش رو دوست دارم. این روش ها که به اون ها اشاره دارم به عنوان عمدتاً کرده و در نتیجه باعث
 به شریعت اون ها شو. اینو من هم از گروه ۱ سون می گذارم. هم از هست باهاشون

of group activity in students' improvement

16. Is there anything else you would like to add?

on the spot { من شہدات و اقرارم رودر سہ ستونہ خدوہ میں کہیں :

Integrating Theory & Practice in Social Interactions

تئوری و عمل را در تعاملات اجتماعی ادغام می‌کنیم. این فرآیند شامل استفاده از تئوری برای درک بهتر رفتارهای اجتماعی و استفاده از تجربه عملی برای آزمون و اصلاح تئوری است. این رویکرد به ما کمک می‌کند تا بفهمیم چگونه تئوری می‌تواند در دنیای واقعی به کار رود و چگونه می‌توانیم از تجربیات خود برای بهبود تئوری‌های خود استفاده کنیم.

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Appendix (S)

(Continued)

- 2) مورد دوم بحث وادارای درسی دوره پیش از خدمت است.
- در آموزش های ضمن خدمت دروس انتخاب شده می باشد که برای معلمان نیازمند خدمت است. باید practical باشد. برای مثال ما با روش های نوین تدریس آشنا شدیم و نمی توانیم آن را اجرا کنیم. البته این نقص با گذشتن های ضمن خدمت می تواند اصلاح بشود. با استفاده از اسلاید جرب. مثلاً معلم می تواند در دوره های ضمن خدمت به صورت عملی این روش را تدریس کند. (استاد در مورد کارشون نگارده. صفحات تلفظی رو اوردیم گفتیم. باید صدای های تکلم به صورت (عین) گذاشته بشه تا معلمان یا تدریس به صورت روان آتیس صحبت کنند. یا حتی این که معلمان را می تونن تدریس آگاه کنند.
- به طور خلاصه معلمان باید دوباره به روز بشوند. زمانی که از تدریس استفاده نمی هم فراموش می شود هم با گذشتن زمان تدریس های جدیدی می شناسند. این برای معلمان باید نیاز به سخنرانی معلمان و طبق لون و لحن و لهجه های درسی دوره پیش از خدمت و ضمن خدمت طراحی بشود. معلمان به روشی مانند Conversation، تلفظ و Pronunciation و حتی نیاز دارند.
- 3) مورد بعضی به کتاب های درسی دوره دبیرستان برگردد.
- بسیار متن متغیر است کتاب های ما به روز نگری بشود و نکته دیگر این است که برای این که جدید است تغییر می دهیم. مثل کتاب های که در موضوع تدریس می باشد. بعضی از Topic های دروس خسته فراموش شده و با نیازهای فعلی هماهنگ نباشد. در بعضی از موارد Reading، اگر کتاب درسی معلمان ندارد. از این به کتاب من باید کتاب به عنوان منبع. تا معلم بتواند با آن کار داشته باشد و از روش های نوین استفاده کند. معلمان روش های خسته را دارند که می تواند از اجزای می کنند. شیوه های نگارشی و در اینجا به نقطه نقش شنونده را این روش و در امر تدریس فعال نیست. من به Learner-centered (روان تدریس) میگویم.

Due to the decentered nature of the course, Teachers cannot use them

Needs for inservice courses on conversation and current methodology

Needs analysis for teachers' needs

Teachers should update their knowledge about teaching methodology

Needs for some inservice courses

Need for the revision of high school textbooks

Classes should be lecturer-centered

Appendix (T)

Sample of the Observation Field Notes

Date/Time: 11.15 am. - 29.4.2009

Place: School

Observer: _____ Researcher: _____

Observer's Pseudonym: Negin

Based on the interpretations of the activities:

- 1) Teacher mostly uses GTM / Audiolingual EFL teaching method.
+ some element of CLT

- 2) Teacher is competent in utilizing the above mentioned method. (Yes/ No) (Explain)

Use the below space for the observation fieldnotes.

[illegible]